

Fall Semester 2018

ART5301 & 5303

Tuesdays & Thursdays

Professor Carol Fairlie

Office # 09 FAB

Email fairlie@sulross.edu

Curriculum Enrichment,

FAB Room 06

Cell phone 294-1313

Office Phone 837-8258

Office Hours :Tuesday & Thursday 1:30 - 2:00, 9:00 – 9:30, Thurs. 5:00- 6:00, (sometimes up in room 201)

- Always feel free to text me.

REQUIRED TEXT McKenzie's *Teaching Tips*.

This book will be used as the informational and theoretical book.

Weekly chapter quizzes will be posted on Blackboard.

SLO's

This class meets the set requirements following SACS Program Learning outcomes for PLO#5:

- *Develop a familiarity with instruction into the process of art education at the college level.*

COURSE OBJECTIVES

This course is designed to teach graduate students the methodology involved in the teaching of college Curriculum in Art or another chosen field.

By working in the classroom under the guidance of a college instructor and in a group meeting each week, the student will learn and design a curriculum that they can then utilize to teach a similar class in the future.

COURSE STRUCTURE:

Each student must be prepared to attend this class for an hour to three hours each week and attend as a Teaching Assistant, a specifically selected class during the scheduled meeting time of that class.

ATTENDANCE POLICY:

* The structure of the course requires consistent attendance. It is expected that each student will attend all required hours of this course. Consistent tardiness will be reflected in the overall evaluation.

* *Sul Ross policy states that one absence is equal to 45 minutes.*

This means each class missed is 3.5 absences.

Three (3) absences from a studio class **may** result in the lowering of the final evaluation by one letter grade, four (4) absences could result in failure!

* If there is an emergency situation that prevents this, let both instructors know as soon as possible!

* Tardiness, and leaving early in either of these classes will be considered as partial absences.

Lectures, demonstrations, critiques and assignment explanations will occur during the scheduled class.

CLASSWORK:

ALL ASSIGNMENTS ARE POSTED ON BLACKBOARD.

Your final grade will be based on:

1. A lesson book for your specific class, which will include a class syllabus, grading objectives, daily lesson plans, examples of student art, and notes on teaching and grading, methodology and classroom concepts.
2. The lesson book should be typed, organized by week, with reading and reference material in the back.
3. Class participation, both in 5301 and your selected class.

REQUIRED WORK:

Class itinerary:

Prepare the class itinerary for each week as if you, the student, were teaching the class. These itineraries will include the daily class work, homework assignments, lesson objectives and classroom set-up. They will be turned in each week, the week that the class meets, and critiqued. As you attend the class, revise your ideas, make notes and rewrite your lessons accordingly.

Attend specific class as an assistant to the instructor:

You will be asked to select examples of student work throughout the semester, which will be brought to class

for group critiques.

This work will reflect both the well executed work as well as poor work and “nice tries”.

We will discuss the merits of each example and share grading techniques and philosophy.

STUDIO CLASSES: We will discuss the photographing of student work and pictures may be taken at mid-semester and finals week or throughout the semester. These images will be properly labeled and mounted in slip sheets for inclusion in your final book.

LECTER CLASSES: We will discuss collecting examples of tests and papers, throughout the semester. These will be “white-outs” of names, but document good and poor examples of work, and will be properly labeled and mounted in slip sheets for inclusion in your final book.

Participate in weekly discussions:

In the weekly lectures, class criteria, dealing with problem students, grading criteria and grades, audio-visual nightmares, research methods, and job applications will be covered.

Quizzes or notes on reading assignments:

Weekly reading assignments with online quizzes are given each week.

Prepare a professional teaching handbook:

At the end of the semester, other areas of the profession will be reviewed: writing a letter of intent, a professional resume for teaching, a letter of reference, job interviews and how to look for a job.

CLASSWORK: LATE WORK

All assignments should be turned in for corrections and then after corrections are made, entered into the correct

section of the lesson book. Work, not typed and corrected and organized in a professional manor, will automatically be given a D, (below average).

All Assignments turned in late will be reduced by 1 letter grades per week. Be prepared.

Do not expect me to ask you for your late work, it is your responsibility.

GRADING:

Grading is on a 100 point scale.

This grade will be a combination of a grade on your reading and quizzes, written work, daily class outlines and objectives, attendance, and class discussions/ participation.

All work will be submitted in a notebook at the end of the semester.

- Understanding and presentation of each assignment.
- Presentation of the final notebook
- Timeliness

Graduate students must have an A or B to pass the class.

TO GET A GOOD GRADE:

- * Have a well organized, neat handbook of your class, work/rework all written assignments after suggestions have been made and turn them back in for a grade.
Failure to do this in a timely fashion will lower your grade.
- * Attend and participate in both classes.
- * Be prepared to assist the teacher in the class you are working in, and give a lecture or demo on a specific topic.
- * Participate in 5301 discussions, aimed at improving your work as well as that of your classmates.

HOMEWORK:

Reading Assignments: Weekly reading assignments are crucial to understanding the work in class.

Weekly chapter and quizzes/assignments will be posted on Blackboard. They are due before class begins each week.

Written Assignments: Writing Daily Lesson Plans

Write down the activities that are covered in the class each day, how much time is spent on them - how breaks are handled.

For each day write down the lesson and the objectives.

Objectives are the learning outcome, the why and what of the lesson.

These will be checked quarterly during the semester.

At the end of the semester, other areas of the profession will be reviewed: writing a letter of intent, a teaching philosophy, a professional resume for teaching, a letter of reference, pay scales, job interviews and how to look for a job, health and safety issues.

HEALTH AND SAFETY:

Toxins are inherent to all studio art classes and affect health and safety. Machinery and tools also pose risks.

Write up a health policy for your class and your medium. This might include health risks from the past in an art history class, or basic toxicity on an Art Appreciation class.

CLASS EVALUATIONS:

Class evaluations are put up on Blackboard at the end of every semester. Besides common questions about the class, concepts for improvement and constructive criticism can be addressed. These evaluations are critical for all instructors and aid in their evaluations, raises and promotions. Your input counts!!!

Spring Semester 2017

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Disabilities: Please notify me if you have a disability that requires accommodation. If you would like to request such accommodation because of a physical, mental, or learning disability, please contact the ADA Coordinator for Program Accessibility in student life/ the Student Center.

Academic honesty: The University expects all students to engage in all academic pursuits in a manner that is beyond reproach. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to cheating, plagiarism, collusion, and the abuse of resource materials. More information on this can be found in the SRSU Rules & Regulations supplement to the Student Handbook.

Cell phones must be turned off or set on a quiet vibrate and may not be answered during class.

An “F” for the day will be given to those who break this policy.

Emergency personnel and family emergencies are exempt only if you let me know in advance.

Music: Personal “headgear” may be not be used.

Attendance: The structure of the course requires consistent attendance. It is expected that each student will attend all required hours of this course in both the Friday meetings and the scheduled TA class. Consistent tardiness will be reflected in the overall evaluation.

Email: All students are required to maintain an @sulross.edu computer account. This account provides both an online identification key and a University Official Email Address. The University sends much of its correspondence solely through email. This includes policy announcements, emergency notices, event notifications, financial assistance information, course syllabi and requirements, and correspondence between faculty and students. Such correspondence is mailed only to the university official Email Address.

Disciplinary Action Code: #21. (Partial quote) “Campus disruptive activities includes disorderly classroom conduct that obstructs, interferes with, inhibits and/or disrupts teaching and/or classroom activities”. If you smell like alcohol or Marijuana, I will ask you to leave class and not come back.

Class Assignments

Leinora – Art

Peyton – Art History 2

Carrissa – Blackboard, Art Theory

Victor – Music Theory 2

Sharon – Music Fundamentals

Joe Ed – Basic Video

Office 09,

837-8258, 294-1313

CURRICULUM ENRICHMENT IN A NUTSHELL...

This course is designed to teach graduate students the methodology involved in the teaching of college art curriculum.

Each student must be prepared to attend this class for an hour each week and attend a specifically selected class during the scheduled meeting time of that class.

Your final grade will be based on:

1. A lesson book for your specific class, which will include a class syllabus, grading objectives, daily lesson plans, examples of student art, and notes on methodology and classroom concepts.
2. Class participation, both in 5301 and your selected class.

The homework in this class will be to prepare the class itinerary for each week as if you, the student, were teaching the class. These itineraries will include the daily class work, homework assignments, lesson objectives and classroom set-up.

They will be turned in each week, the week before the class meets, and critiqued.

Then, as you attend the class, revise your ideas, make notes and rewrite your lessons accordingly.

You will be asked to select examples of student work throughout the semester, which will be brought to class for group critiques. This work will reflect both the well executed work as well as poor work and "nice tries". We will discuss the merits of each example and share grading techniques and philosophy.

You will be working along with the teacher of this given class. You may be asked to demonstrate a technique, set up a problem, run a critique, etc.

We will discuss the documenting of student work and at mid-semester and finals week or throughout the semester. These will be properly labeled and mounted in slide sheets for inclusion in your final book.

NAME _____

Curriculum Enrichment

_____ Attendance in assigned class
_____ Presentation of final book

Notebook part 1

_____ Syllabus
_____ Cheat sheet
_____ Daily lesson plans, major assignments in matrix form.
_____ Grading Matrix: what is the assignment, how do you grade it?
_____ Objectives for Projects and daily lessons
_____ Evaluation sheets for mid-semester and final
_____ examples of work from class or tests
_____ Crossword exam

Notebook part 2

_____ Questions on classroom discussion
_____ Notes on Readings (15)
_____ Resume
_____ Philosophy of teaching
_____ Letter of application
_____ Letter of reference
_____ On-line salary and retirement search

COMMENTS:

_____ Notes/ quizzes on Readings

- _____ Week 1 Page 10- 20, Countdown.
- _____ Bloom's Taxonomy Pg.308-311
- _____ SACS

- _____ Week 2: Read pages 21-28, Meeting the class for the first time

- _____ Week 3: Read pages 36-47, Facilitating Discussion

- _____ Week 4: Read pages 48-55, Part 2

- _____ Week 5: Read pages 55-71, Lectures

- _____ Week 6: Read pages 72-81, 83-105, testing (Cheating, 95-98)

- _____ Week 7: Read pages 108 – 114, 125- 136 grading

- _____ Week 8: Read pages 171-186 Problem Students

- _____ Week 10: Read pages 315-327, Ethics

- _____ Week 11 : Read Teaching thinking 308-314 : Read Online "Resumes"

- _____ Week 12 :read Strategic Learning 291-306; Read Online "teaching philosophies"

- _____ Week13 ; Read Online "writing letters of recommendation and letters of intent"

- _____ Week 14 ; Read online "wages, salaries, retirement plans"